

**AMENDMENT IN THE NATURE OF A SUBSTITUTE**  
**TO H.R. 2211**  
**OFFERED BY MR. GINGREY**

Strike all after the enacting clause and insert the following:

**1 SECTION 1. SHORT TITLE.**

2 This Act may be cited as the “Ready to Teach Act  
3 of 2003”.

**4 SEC. 2. TEACHER QUALITY ENHANCEMENT GRANTS.**

5 Part A of title II of the Higher Education Act of  
6 1965 (20 U.S.C. 1021 et seq.) is amended to read as fol-  
7 lows:

**8 “PART A—TEACHER QUALITY ENHANCEMENT**  
**9 GRANTS FOR STATES AND PARTNERSHIPS**

**10 “SEC. 201. PURPOSES; DEFINITIONS.**

11 “(a) PURPOSES.—The purposes of this part are to—

12 “(1) improve student academic achievement;

13 “(2) improve the quality of the current and fu-  
14 ture teaching force by improving the preparation of  
15 prospective teachers and enhancing professional de-  
16 velopment activities;

17 “(3) hold institutions of higher education ac-  
18 countable for preparing highly qualified teachers;  
19 and



1           “(4) recruit qualified individuals, including mi-  
2           norities and individuals from other occupations, into  
3           the teaching force.

4           “(b) DEFINITIONS.—In this part:

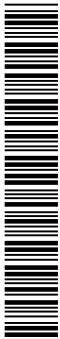
5           “(1) ARTS AND SCIENCES.—The term ‘arts and  
6           sciences’ means—

7                   “(A) when referring to an organizational  
8                   unit of an institution of higher education, any  
9                   academic unit that offers 1 or more academic  
10                  majors in disciplines or content areas cor-  
11                  responding to the academic subject matter  
12                  areas in which teachers provide instruction; and

13                   “(B) when referring to a specific academic  
14                   subject matter area, the disciplines or content  
15                   areas in which academic majors are offered by  
16                   the arts and science organizational unit.

17           “(2) EXEMPLARY TEACHER.—The term ‘exem-  
18           plary teacher’ has the meaning given such term in  
19           section 9101 of the Elementary and Secondary Edu-  
20           cation Act of 1965 (20 U.S.C. 7801).

21           “(3) HIGHLY QUALIFIED.—The term ‘highly  
22           qualified’ has the meaning given such term in sec-  
23           tion 9101 of the Elementary and Secondary Edu-  
24           cation Act of 1965 (20 U.S.C. 7801).



1           “(4) HIGH-NEED LOCAL EDUCATIONAL AGEN-  
2           CY.—The term “high-need local educational agency”  
3           means a local educational agency—

4                   “(A)(i)(I) that serves not fewer than  
5                   10,000 children from families with incomes  
6                   below the poverty line; or

7                   “(II) for which not less than 25 percent of  
8                   the children served by the agency are from fam-  
9                   ilies with incomes below the poverty line;

10                   “(ii) that is among those serving the high-  
11                   est number or percentage of children from fam-  
12                   ilies with incomes below the poverty line in the  
13                   State, but this clause applies only in a State  
14                   that has no local educational agency meeting  
15                   the requirements of clause (i); or

16                   “(iii) with a total of less than 600 students  
17                   in average daily attendance at the schools that  
18                   are served by the agency and all of whose  
19                   schools are designated with a school locale code  
20                   of 7, as determined by the Secretary; and

21                   “(B)(i) for which there is a high percent-  
22                   age of teachers not teaching in the academic  
23                   subjects or grade levels that the teachers were  
24                   trained to teach; or



1           “(ii) for which there is a high percentage  
2           of teachers with emergency, provisional, or tem-  
3           porary certification or licensing.

4           “(5) POVERTY LINE.—The term ‘poverty line’  
5           means the poverty line (as defined by the Office of  
6           Management and Budget, and revised annually in  
7           accordance with section 673(2) of the Community  
8           Services Block Grant Act (42 U.S.C. 9902(2))) ap-  
9           plicable to a family of the size involved.

10          “(6) PROFESSIONAL DEVELOPMENT.—The  
11          term ‘professional development’ has the meaning  
12          given such term in section 9101 of the Elementary  
13          and Secondary Education Act of 1965 (20 U.S.C.  
14          7801).

15          “(7) SCIENTIFICALLY BASED READING RE-  
16          SEARCH.—The term ‘scientifically based reading re-  
17          search’ has the meaning given such term in section  
18          1208 of the Elementary and Secondary Education  
19          Act of 1965 (20 U.S.C. 6368).

20          “(8) SCIENTIFICALLY BASED RESEARCH.—The  
21          term ‘scientifically based research’ has the meaning  
22          given such term in section 9101 of the Elementary  
23          and Secondary Education Act of 1965 (20 U.S.C.  
24          7801).



1           “(9) TEACHING SKILLS.—The term ‘teaching  
2       skills’ means skills that—

3           “(A) are based on scientifically based re-  
4       search;

5           “(B) enable teachers to effectively convey  
6       and explain subject matter content;

7           “(C) lead to increased student academic  
8       achievement; and

9           “(D) use strategies that—

10           “(i) are specific to subject matter;

11           “(ii) include ongoing assessment of  
12       student learning;

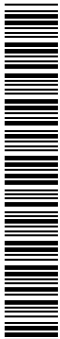
13           “(iii) focus on identification and tai-  
14       loring of academic instruction to students’s  
15       specific learning needs; and

16           “(iv) focus on classroom management.

17   **“SEC. 202. STATE GRANTS.**

18       “(a) IN GENERAL.—From amounts made available  
19   under section 210(1) for a fiscal year, the Secretary is  
20   authorized to award grants under this section, on a com-  
21   petitive basis, to eligible States to enable the eligible  
22   States to carry out the activities described in subsection  
23   (d).

24       “(b) ELIGIBLE STATE.—



1           “(1) DEFINITION.—In this part, the term ‘eligi-  
2       ble State’ means—

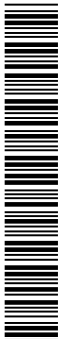
3           “(A) the Governor of a State; or

4           “(B) in the case of a State for which the  
5       constitution or law of such State designates an-  
6       other individual, entity, or agency in the State  
7       to be responsible for teacher certification and  
8       preparation activity, such individual, entity, or  
9       agency.

10          “(2) CONSULTATION.—The Governor or the in-  
11       dividual, entity, or agency designated under para-  
12       graph (1) shall consult with the Governor, State  
13       board of education, State educational agency, or  
14       State agency for higher education, as appropriate,  
15       with respect to the activities assisted under this sec-  
16       tion.

17          “(3) CONSTRUCTION.—Nothing in this sub-  
18       section shall be construed to negate or supersede the  
19       legal authority under State law of any State agency,  
20       State entity, or State public official over programs  
21       that are under the jurisdiction of the agency, entity,  
22       or official.

23          “(c) APPLICATION.—To be eligible to receive a grant  
24       under this section, an eligible State shall, at the time of



1 the initial grant application, submit an application to the  
2 Secretary that—

3 “(1) meets the requirement of this section;

4 “(2) demonstrates that the State is in full com-  
5 pliance with sections 207 and 208;

6 “(3) includes a description of how the eligible  
7 State intends to use funds provided under this sec-  
8 tion;

9 “(4) includes measurable objectives for the use  
10 of the funds provided under the grant;

11 “(5) demonstrates the State has submitted and  
12 is actively implementing a plan that meets the re-  
13 quirements of sections 1111(h)(1)(C)(viii) and 1119  
14 of the Elementary and Secondary Education Act of  
15 1965 (20 U.S.C. 6311(h)(1)(C)(viii) and 6319); and

16 “(6) contains such other information and assur-  
17 ances as the Secretary may require.

18 “(d) USES OF FUNDS.—An eligible State that re-  
19 ceives a grant under this section shall use the grant funds  
20 to reform teacher preparation requirements, to coordinate  
21 with State activities under section 2113(c) of the Elemen-  
22 tary and Secondary Education Act of 1965 (20 U.S.C.  
23 6613(c)), and to ensure that current and future teachers  
24 are highly qualified, by carrying out one or more of the  
25 following activities:



1           “(1) REFORMS.—Ensuring that all teacher  
2           preparation programs in the State are preparing  
3           teachers who are highly qualified, and are able to  
4           use advanced technology effectively in the classroom,  
5           including use for instructional techniques to improve  
6           student academic achievement, by assisting such  
7           programs—

8                   “(A) to retrain faculty; and

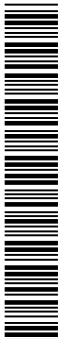
9                   “(B) to design (or redesign) teacher prepa-  
10           ration programs so they—

11                   “(i) are based on rigorous academic  
12                   content, scientifically based research (in-  
13                   cluding scientifically based reading re-  
14                   search), and challenging State student aca-  
15                   demic content standards; and

16                   “(ii) promote strong teaching skills.

17           “(2) CERTIFICATION OR LICENSURE REQUIRE-  
18           MENTS.—Reforming teacher certification (including  
19           recertification) or licensing requirements to ensure  
20           that—

21                   “(A) teachers have the subject matter  
22                   knowledge and teaching skills in the academic  
23                   subjects that the teachers teach necessary to  
24                   help students meet challenging State student  
25                   academic achievement standards; and





1           “(B) such requirements are aligned with  
2           challenging State academic content standards.

3           “(3) ALTERNATIVES TO TRADITIONAL TEACHER  
4           PREPARATION AND STATE CERTIFICATION.—Pro-  
5           viding prospective teachers with alternative routes to  
6           State certification and traditional preparation to be-  
7           come highly qualified teachers through—

8           “(A) innovative approaches that reduce un-  
9           necessary barriers to State certification while  
10          producing highly qualified teachers;

11          “(B) programs that provide support to  
12          teachers during their initial years in the profes-  
13          sion; and

14          “(C) alternative routes to State certifi-  
15          cation of teachers for qualified individuals, in-  
16          cluding mid-career professionals from other oc-  
17          cupations, former military personnel, and recent  
18          college graduates with records of academic dis-  
19          tinction.

20          “(4) INNOVATIVE PROGRAMS.—Planning and  
21          implementing innovative and experimental programs  
22          to enhance the ability of institutions of higher edu-  
23          cation to prepare highly qualified teachers, such as  
24          charter colleges of education or university and local  
25          educational agency partnership schools, that—



1           “(A) permit flexibility in meeting State re-  
2           quirements as long as graduates, during their  
3           initial years in the profession, increase student  
4           academic achievement;

5           “(B) provide long-term data gathered from  
6           teachers’ performance over multiple years in the  
7           classroom on the ability to increase student aca-  
8           demic achievement;

9           “(C) ensure high-quality preparation of  
10          teachers from underrepresented groups; and

11          “(D) create performance measures that  
12          can be used to document the effectiveness of in-  
13          novative methods for preparing highly qualified  
14          teachers.

15          “(5) MERIT PAY.—Developing, or assisting  
16          local educational agencies in developing—

17               “(A) merit-based performance systems that  
18               reward teachers who increase student academic  
19               achievement; and

20               “(B) strategies that provide differential  
21               and bonus pay in high-need local educational  
22               agencies to retain—

23                       “(i) principals;



1 “(ii) highly qualified teachers who  
2 teach in high-need academic subjects, such  
3 as reading, mathematics, and science;

4 “(iii) highly qualified teachers who  
5 teach in schools identified for school im-  
6 provement under section 1116(b) of the  
7 Elementary and Secondary Education Act  
8 of 1965 (20 U.S.C. 6316(b));

9 “(iv) special education teachers;

10 “(v) teachers specializing in teaching  
11 limited English proficient children; and

12 “(vi) highly qualified teachers in  
13 urban and rural schools or districts.

14 “(6) TEACHER ADVANCEMENT.—Developing, or  
15 assisting local educational agencies in developing,  
16 teacher advancement and retention initiatives that  
17 promote professional growth and emphasize multiple  
18 career paths (such as paths to becoming a highly  
19 qualified mentor teacher or exemplary teacher) and  
20 pay differentiation.

21 “(7) TEACHER REMOVAL.—Developing and im-  
22 plementing effective mechanisms to ensure that local  
23 educational agencies and schools are able to remove  
24 expeditiously incompetent or unqualified teachers



1 consistent with procedures to ensure due process for  
2 the teachers.

3 “(8) TECHNICAL ASSISTANCE.—Providing tech-  
4 nical assistance to low-performing teacher prepara-  
5 tion programs within institutions of higher education  
6 identified under section 208(a).

7 “(9) TEACHER EFFECTIVENESS.—Developing—

8 “(A) systems to measure the effectiveness  
9 of teacher preparation programs and profes-  
10 sional development programs; and

11 “(B) strategies to document gains in stu-  
12 dent academic achievement or increases in  
13 teacher mastery of the academic subjects the  
14 teachers teach as a result of such programs.

15 “(10) TEACHER RECRUITMENT AND RETEN-  
16 TION.—Undertaking activities that—

17 “(A) develop and implement effective  
18 mechanisms to ensure that local educational  
19 agencies and schools are able effectively to re-  
20 cruit and retain highly qualified teachers; or

21 “(B) are described in section 204(d).

22 “(11) PREKINDERGARTEN TEACHERS.—Devel-  
23 oping strategies to improve—

24 “(A) the qualifications of prekindergarten  
25 teachers; and



1                   “(B) prekindergarten teacher preparation  
2                   programs.

3                   “(e) EVALUATION.—

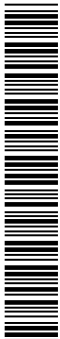
4                   “(1) EVALUATION SYSTEM.—An eligible State  
5                   that receives a grant under this section shall develop  
6                   and utilize a system to evaluate annually the effec-  
7                   tiveness of teacher preparation programs and profes-  
8                   sional development activities within the State in pro-  
9                   ducing gains in—

10                   “(A) the teacher’s annual contribution to  
11                   improving student academic achievement, as  
12                   measured by State academic assessments re-  
13                   quired under section 1111(b)(3) of the Elemen-  
14                   tary and Secondary Education Act of 1965 (20  
15                   U.S.C. 6311(b)(3)); and

16                   “(B) teacher mastery of the academic sub-  
17                   jects they teach, as measured by pre- and post-  
18                   participation tests of teacher knowledge, as ap-  
19                   propriate.

20                   “(2) USE OF EVALUATION SYSTEM.—Such eval-  
21                   uation system shall be used by the State to  
22                   evaluate—

23                   “(A) activities carried out using funds pro-  
24                   vided under this section; and



1 “(B) the quality of its teacher education  
2 programs.

3 “(3) PUBLIC REPORTING.—The State shall  
4 make the information described in paragraph (1)  
5 widely available through public means, such as post-  
6 ing on the Internet, distribution to the media, and  
7 distribution through public agencies.

8 **“SEC. 203. PARTNERSHIP GRANTS.**

9 “(a) GRANTS.—From amounts made available under  
10 section 210(2) for a fiscal year, the Secretary is author-  
11 ized to award grants under this section, on a competitive  
12 basis, to eligible partnerships to enable the eligible part-  
13 nerships to carry out the activities described in subsections  
14 (d) and (e).

15 “(b) DEFINITIONS.—

16 “(1) ELIGIBLE PARTNERSHIPS.—In this part,  
17 the term ‘eligible partnership’ means an entity  
18 that—

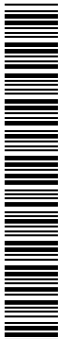
19 “(A) shall include—

20 “(i) a partner institution;

21 “(ii) a school of arts and sciences;

22 “(iii) a high-need local educational  
23 agency; and

24 “(iv) a public or private educational  
25 organization; and

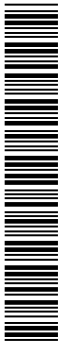


1           “(B) may include a Governor, State edu-  
2           cational agency, the State board of education,  
3           the State agency for higher education, an insti-  
4           tution of higher education not described in sub-  
5           paragraph (A), a public charter school, a public  
6           or private elementary school or secondary  
7           school, a public or private educational organiza-  
8           tion, a business, a science-, mathematics-, or  
9           technology-oriented entity, a faith-based or  
10          community organization, a prekindergarten pro-  
11          gram, a teacher organization, an education  
12          service agency, a consortia of local educational  
13          agencies, or a nonprofit telecommunications en-  
14          tity.

15          “(2) PARTNER INSTITUTION.—In this section,  
16          the term ‘partner institution’ means an institution of  
17          higher education, the teacher training program of  
18          which demonstrates that—

19                 “(A) graduates from the teacher training  
20                 program exhibit strong performance on State-  
21                 determined qualifying assessments for new  
22                 teachers through—

23                         “(i) demonstrating that the graduates  
24                         of the program who intend to enter the  
25                         field of teaching have passed all of the ap-



1 plicable State qualification assessments for  
2 new teachers, which shall include an as-  
3 sessment of each prospective teacher's sub-  
4 ject matter knowledge in the content area  
5 or areas in which the teacher intends to  
6 teach; or

7 “(ii) being ranked among the highest-  
8 performing teacher preparation programs  
9 in the State as determined by the State—

10 “(I) using criteria consistent with  
11 the requirements for the State report  
12 card under section 207(a); and

13 “(II) using the State report card  
14 on teacher preparation required under  
15 section 207(a); or

16 “(B) the teacher training program requires  
17 all the students of the program to participate in  
18 intensive clinical experience, to meet high aca-  
19 demic standards, and—

20 “(i) in the case of secondary school  
21 candidates, to successfully complete an  
22 academic major in the subject area in  
23 which the candidate intends to teach or to  
24 demonstrate competence through a high





1 level of performance in relevant content  
2 areas; and

3 “(ii) in the case of elementary school  
4 candidates, to successfully complete an  
5 academic major in the arts and sciences or  
6 to demonstrate competence through a high  
7 level of performance in core academic sub-  
8 ject areas.

9 “(c) APPLICATION.—Each eligible partnership desir-  
10 ing a grant under this section shall submit an application  
11 to the Secretary at such time, in such manner, and accom-  
12 panied by such information as the Secretary may require.  
13 Each such application shall—

14 “(1) contain a needs assessment of all the part-  
15 ners with respect to teaching and learning and a de-  
16 scription of how the partnership will coordinate with  
17 other teacher training or professional development  
18 programs, and how the activities of the partnership  
19 will be consistent with State, local, and other edu-  
20 cation reform activities that promote student aca-  
21 demic achievement;

22 “(2) contain a resource assessment that de-  
23 scribes the resources available to the partnership,  
24 the intended use of the grant funds, including a de-  
25 scription of how the grant funds will be fairly dis-



1       tributed in accordance with subsection (f), and the  
2       commitment of the resources of the partnership to  
3       the activities assisted under this part, including fi-  
4       nancial support, faculty participation, time commit-  
5       ments, and continuation of the activities when the  
6       grant ends; and

7           “(3) contain a description of—

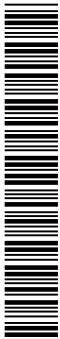
8               “(A) how the partnership will meet the  
9               purposes of this part;

10              “(B) how the partnership will carry out  
11              the activities required under subsection (d) and  
12              any permissible activities under subsection (e);

13              “(C) the partnership’s evaluation plan pur-  
14              suant to section 206(b);

15              “(D) how faculty of the teacher prepara-  
16              tion program at the partner institution will  
17              serve, over the term of the grant, with highly  
18              qualified teachers in the classrooms of the high-  
19              need local educational agency included in the  
20              partnership; and

21              “(E) how the partnership will ensure that  
22              teachers in private elementary and secondary  
23              schools located in the geographic areas served  
24              by an eligible partnership under this section will  
25              participate equitably in accordance with section



1           9501 of the Elementary and Secondary Edu-  
2           cation Act of 1965 (20 U.S.C. 7881).

3           “(d) REQUIRED USES OF FUNDS.—An eligible part-  
4           nership that receives a grant under this section shall use  
5           the grant funds to reform teacher preparation require-  
6           ments, to coordinate with State activities under section  
7           2113(c) of the Elementary and Secondary Education Act  
8           of 1965 (20 U.S.C. 6613(c)), and to ensure that current  
9           and future teachers are highly qualified, by carrying out  
10          one or more of the following activities:

11           “(1) REFORMS.—Implementing reforms within  
12          teacher preparation programs to ensure that such  
13          programs are preparing teachers who are highly  
14          qualified, and are able to use advanced technology  
15          effectively in the classroom, including use for in-  
16          structional techniques to improve student academic  
17          achievement, by—

18                   “(A) retraining faculty; and

19                   “(B) designing (or redesigning) teacher  
20          preparation programs so they—

21                   “(i) are based on rigorous academic  
22          content, scientifically based research (in-  
23          cluding scientifically based reading re-  
24          search), and challenging State student aca-  
25          demic content standards; and



1 “(ii) promote strong teaching skills.

2 “(2) CLINICAL EXPERIENCE AND INTER-  
3 ACTION.—Providing sustained and high-quality  
4 preservice and in-service clinical experience, includ-  
5 ing the mentoring of prospective teachers by exem-  
6 plary teachers, substantially increasing interaction  
7 between faculty at institutions of higher education  
8 and new and experienced teachers, principals, and  
9 other administrators at elementary schools or sec-  
10 ondary schools, and providing support for teachers,  
11 including preparation time and release time, for such  
12 interaction.

13 “(3) PROFESSIONAL DEVELOPMENT.—Creating  
14 opportunities for enhanced and ongoing professional  
15 development that improves the academic content  
16 knowledge of teachers in the subject areas in which  
17 the teachers are certified to teach or in which the  
18 teachers are working toward certification to teach,  
19 and that promotes strong teaching skills.

20 “(4) TEACHER PREPARATION.—Developing, or  
21 assisting local educational agencies in developing,  
22 professional development activities that—

23 “(A) provide training in how to teach and  
24 address the needs of students with different  
25 learning styles, particularly students with dis-



1 abilities, limited English proficient students,  
2 and students with special learning needs; and

3 “(B) provide training in methods of—

4 “(i) improving student behavior in the  
5 classroom; and

6 “(ii) identifying early and appropriate  
7 interventions to help students described in  
8 subparagraph (A) learn.

9 “(e) ALLOWABLE USES OF FUNDS.—An eligible  
10 partnership that receives a grant under this section may  
11 use such funds to carry out the following activities:

12 “(1) ALTERNATIVES TO TRADITIONAL TEACHER  
13 PREPARATION AND STATE CERTIFICATION.—Pro-  
14 viding prospective teachers with alternative routes to  
15 State certification and traditional preparation to be-  
16 come highly qualified teachers through—

17 “(A) innovative approaches that reduce un-  
18 necessary barriers to teacher preparation while  
19 producing highly qualified teachers;

20 “(B) programs that provide support during  
21 a teacher’s initial years in the profession; and

22 “(C) alternative routes to State certifi-  
23 cation of teachers for qualified individuals, in-  
24 cluding mid-career professionals from other oc-  
25 cupations, former military personnel, and recent



1 college graduates with records of academic dis-  
2 tinction.

3 “(2) DISSEMINATION AND COORDINATION.—

4 Broadly disseminating information on effective prac-  
5 tices used by the partnership, and coordinating with  
6 the activities of the Governor, State board of edu-  
7 cation, State higher education agency, and State  
8 educational agency, as appropriate.

9 “(3) MANAGERIAL AND LEADERSHIP SKILLS.—

10 Developing and implementing professional develop-  
11 ment programs for principals and superintendents  
12 that enable them to be effective school leaders and  
13 prepare all students to meet challenging State aca-  
14 demic content and student academic achievement  
15 standards.

16 “(4) TEACHER RECRUITMENT.—Activities—

17 “(A) to encourage students to become  
18 highly qualified teachers, such as extra-  
19 curricular enrichment activities; and

20 “(B) activities described in section 204(d).

21 “(5) CLINICAL EXPERIENCE IN SCIENCE, MATH-

22 EMATICS, AND TECHNOLOGY.—Creating opportuni-  
23 ties for clinical experience and training, by participa-  
24 tion in the business, research, and work environ-  
25 ments with professionals, in areas relating to



1 science, mathematics, and technology for teachers  
2 and prospective teachers, including opportunities for  
3 use of laboratory equipment, in order for the teacher  
4 to return to the classroom for at least 2 years and  
5 provide instruction that will raise student academic  
6 achievement.

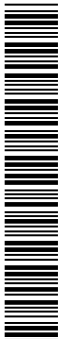
7 “(6) COORDINATION WITH COMMUNITY COL-  
8 LEGES.—Coordinating with community colleges to  
9 implement teacher preparation programs, including  
10 through distance learning, for the purposes of allow-  
11 ing prospective teachers—

12 “(A) to attain a bachelor’s degree and  
13 State certification or licensure; and

14 “(B) to become highly qualified teachers.

15 “(f) SPECIAL RULE.—At least 50 percent of the  
16 funds made available to an eligible partnership under this  
17 section shall be used directly to benefit the high-need local  
18 educational agency included in the partnership. Any entity  
19 described in subsection (b)(1)(A) may be the fiscal agent  
20 under this section.

21 “(g) CONSTRUCTION.—Nothing in this section shall  
22 be construed to prohibit an eligible partnership from using  
23 grant funds to coordinate with the activities of more than  
24 one Governor, State board of education, State educational



1 agency, local educational agency, or State agency for high-  
2 er education.

3 **“SEC. 204. TEACHER RECRUITMENT GRANTS.**

4 “(a) PROGRAM AUTHORIZED.—From amounts made  
5 available under section 210(3) for a fiscal year, the Sec-  
6 retary is authorized to award grants, on a competitive  
7 basis, to eligible applicants to enable the eligible applicants  
8 to carry out activities described in subsection (d).

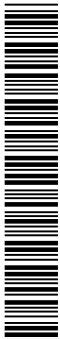
9 “(b) ELIGIBLE APPLICANT DEFINED.—In this part,  
10 the term ‘eligible applicant’ means—

11 “(1) an eligible State described in section  
12 202(b); or

13 “(2) an eligible partnership described in section  
14 203(b).

15 “(c) APPLICATION.—Any eligible applicant desiring  
16 to receive a grant under this section shall submit an appli-  
17 cation to the Secretary at such time, in such form, and  
18 containing such information as the Secretary may require,  
19 including—

20 “(1) a description of the assessment that the el-  
21 igible applicant, and the other entities with whom  
22 the eligible applicant will carry out the grant activi-  
23 ties, have undertaken to determine the most critical  
24 needs of the participating high-need local edu-  
25 cational agencies;





1           “(2) a description of the activities the eligible  
2           applicant will carry out with the grant, including the  
3           extent to which the applicant will use funds to re-  
4           cruit minority students to become highly qualified  
5           teachers; and

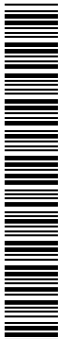
6           “(3) a description of the eligible applicant’s  
7           plan for continuing the activities carried out with  
8           the grant, once Federal funding ceases.

9           “(d) USES OF FUNDS.—Each eligible applicant re-  
10          ceiving a grant under this section shall use the grant  
11          funds—

12           “(1)(A) to award scholarships to help students,  
13           such as individuals who have been accepted for their  
14           first year, or who are enrolled in their first or second  
15           year, of a program of undergraduate education at an  
16           institution of higher education, pay the costs of tui-  
17           tion, room, board, and other expenses of completing  
18           a teacher preparation program;

19           “(B) to provide support services, if needed to  
20           enable scholarship recipients to complete postsec-  
21           ondary education programs; and

22           “(C) for followup services provided to former  
23           scholarship recipients during the recipients first 3  
24           years of teaching; or



1           “(2) to develop and implement effective mecha-  
2           nisms to ensure that high-need local educational  
3           agencies and schools are able effectively to recruit  
4           highly qualified teachers.

5           “(e)    ADDITIONAL    DISCRETIONARY    USE    OF  
6   FUNDS.—In addition to the uses described in subsection  
7   (d), each eligible applicant receiving a grant under this  
8   section may use the grant funds to develop and implement  
9   effective mechanisms to recruit employees from high-de-  
10   mand industries, including technology industries, into the  
11   teaching profession.

12          “(f) SERVICE REQUIREMENTS.—

13               “(1) IN GENERAL.—The Secretary shall estab-  
14               lish such requirements as the Secretary determines  
15               necessary to ensure that recipients of scholarships  
16               under this section who complete teacher education  
17               programs—

18                       “(A) subsequently teach in a high-need  
19                       local educational agency for a period of time  
20                       equivalent to—

21                               “(i) one year; increased by

22                               “(ii) the period for which the recipient  
23                       received scholarship assistance; or

24                       “(B) repay the amount of the scholarship.



1           “(2) USE OF REPAYMENTS.—The Secretary  
2           shall use any such repayments to carry out addi-  
3           tional activities under this section.

4           “(g) PRIORITY.—The Secretary shall give priority  
5           under this section to eligible applicants who provide an  
6           assurance that they will recruit a high percentage of mi-  
7           nority students to become highly qualified teachers.

8   **“SEC. 205. ADMINISTRATIVE PROVISIONS.**

9           “(a) DURATION; ONE-TIME AWARDS; PAYMENTS.—

10           “(1) DURATION.—

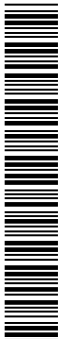
11                   “(A) ELIGIBLE STATES AND ELIGIBLE AP-  
12                   PLICANTS.—Grants awarded to eligible States  
13                   and eligible applicants under this part shall be  
14                   awarded for a period not to exceed 3 years.

15                   “(B) ELIGIBLE PARTNERSHIPS.—Grants  
16                   awarded to eligible partnerships under this part  
17                   shall be awarded for a period of 5 years.

18           “(2) ONE-TIME AWARD.—An eligible partner-  
19           ship may receive a grant under each of sections 203  
20           and 204, as amended by the Ready to Teach Act of  
21           2003, only once.

22           “(3) PAYMENTS.—The Secretary shall make  
23           annual payments of grant funds awarded under this  
24           part.

25           “(b) PEER REVIEW.—



1           “(1) PANEL.—The Secretary shall provide the  
2           applications submitted under this part to a peer re-  
3           view panel for evaluation. With respect to each ap-  
4           plication, the peer review panel shall initially rec-  
5           ommend the application for funding or for dis-  
6           approval.

7           “(2) PRIORITY.—In recommending applications  
8           to the Secretary for funding under this part, the  
9           panel shall—

10           “(A) with respect to grants under section  
11           202, give priority to eligible States serving  
12           States that—

13           “(i) have initiatives to reform State  
14           teacher certification requirements that are  
15           based on rigorous academic content, sci-  
16           entifically based research, including sci-  
17           entifically based reading research, and  
18           challenging State student academic content  
19           standards;

20           “(ii) include innovative reforms to  
21           hold institutions of higher education with  
22           teacher preparation programs accountable  
23           for preparing teachers who are highly  
24           qualified and have strong teaching skills;  
25           or



1 “(iii) involve the development of inno-  
2 vative efforts aimed at reducing the short-  
3 age of highly qualified teachers in high  
4 poverty urban and rural areas; and

5 “(B) with respect to grants under section  
6 203—

7 “(i) give priority to applications from  
8 broad-based eligible partnerships that in-  
9 volve businesses and community organiza-  
10 tions; and

11 “(ii) take into consideration—

12 “(I) providing an equitable geo-  
13 graphic distribution of the grants  
14 throughout the United States; and

15 “(II) the potential of the pro-  
16 posed activities for creating improve-  
17 ment and positive change.

18 “(3) SECRETARIAL SELECTION.—The Secretary  
19 shall determine, based on the peer review process,  
20 which application shall receive funding and the  
21 amounts of the grants. In determining grant  
22 amounts, the Secretary shall take into account the  
23 total amount of funds available for all grants under  
24 this part and the types of activities proposed to be  
25 carried out.



1 (c) MATCHING REQUIREMENTS.—

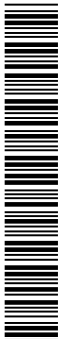
2 “(1) STATE GRANTS.—Each eligible State re-  
3 ceiving a grant under section 202 or 204 shall pro-  
4 vide, from non-Federal sources, an amount equal to  
5 50 percent of the amount of the grant (in cash or  
6 in kind) to carry out the activities supported by the  
7 grant.

8 “(2) PARTNERSHIP GRANTS.—Each eligible  
9 partnership receiving a grant under section 203 or  
10 204 shall provide, from non-Federal sources (in cash  
11 or in kind), an amount equal to 25 percent of the  
12 grant for the first year of the grant, 35 percent of  
13 the grant for the second year of the grant, and 50  
14 percent of the grant for each succeeding year of the  
15 grant.

16 “(d) LIMITATION ON ADMINISTRATIVE EXPENSES.—  
17 An eligible State or eligible partnership that receives a  
18 grant under this part may not use more than 2 percent  
19 of the grant funds for purposes of administering the grant.

20 **“SEC. 206. ACCOUNTABILITY AND EVALUATION.**

21 “(a) STATE GRANT ACCOUNTABILITY REPORT.—An  
22 eligible State that receives a grant under section 202 shall  
23 submit an annual accountability report to the Secretary,  
24 the Committee on Health, Education, Labor, and Pen-  
25 sions of the Senate, and the Committee on Education and



1 the Workforce of the House of Representatives. Such re-  
2 port shall include a description of the degree to which the  
3 eligible State, in using funds provided under such section,  
4 has made substantial progress in meeting the following  
5 goals:

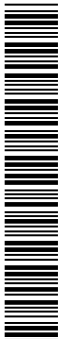
6           “(1) PERCENTAGE OF HIGHLY QUALIFIED  
7       TEACHERS.—Increasing the percentage of highly  
8       qualified teachers in the State as required by section  
9       1119 of the Elementary and Secondary Education  
10      Act of 1965 (20 U.S.C. 6319).

11           “(2) STUDENT ACADEMIC ACHIEVEMENT.—In-  
12      creasing student academic achievement for all stu-  
13      dents as defined by the eligible State.

14           “(3) RAISING STANDARDS.—Raising the State  
15      academic standards required to enter the teaching  
16      profession as a highly qualified teacher.

17           “(4) INITIAL CERTIFICATION OR LICENSURE.—  
18      Increasing success in the pass rate for initial State  
19      teacher certification or licensure, or increasing the  
20      numbers of qualified individuals being certified or li-  
21      censed as teachers through alternative programs.

22           “(5) DECREASING TEACHER SHORTAGES.—De-  
23      creasing shortages of highly qualified teachers in  
24      poor urban and rural areas.



1           “(6) INCREASING OPPORTUNITIES FOR PROFES-  
2           SIONAL DEVELOPMENT.—Increasing opportunities  
3           for enhanced and ongoing professional development  
4           that—

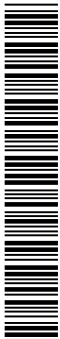
5                   “(A) improves the academic content knowl-  
6                   edge of teachers in the subject areas in which  
7                   the teachers are certified or licensed to teach or  
8                   in which the teachers are working toward cer-  
9                   tification or licensure to teach; and

10                   “(B) promotes strong teaching skills.

11           “(7) TECHNOLOGY INTEGRATION.—Increasing  
12           the number of teachers prepared effectively to inte-  
13           grate technology into curricula and instruction and  
14           who use technology to collect, manage, and analyze  
15           data to improve teaching, learning, and decision-  
16           making for the purpose of increasing student aca-  
17           demic achievement.

18           “(b) ELIGIBLE PARTNERSHIP EVALUATION.—Each  
19           eligible partnership receiving a grant under section 203  
20           shall establish, and include in the application submitted  
21           under section 203(c), an evaluation plan that includes  
22           strong performance objectives. The plan shall include ob-  
23           jectives and measures for—

24                   “(1) increased student achievement for all stu-  
25                   dents as measured by the partnership;





1           “(2) increased teacher retention in the first 3  
2       years of a teacher’s career;

3           “(3) increased success in the pass rate for ini-  
4       tial State certification or licensure of teachers;

5           “(4) increased percentage of highly qualified  
6       teachers; and

7           “(5) increasing the number of teachers trained  
8       effectively to integrate technology into curricula and  
9       instruction and who use technology to collect, man-  
10      age, and analyze data to improve teaching, learning,  
11      and decisionmaking for the purpose of improving  
12      student academic achievement.

13       “(c) REVOCATION OF GRANT.—

14           “(1) REPORT.—Each eligible State or eligible  
15      partnership receiving a grant under section 202 or  
16      203 shall report annually on the progress of the eli-  
17      gible State or eligible partnership toward meeting  
18      the purposes of this part and the goals, objectives,  
19      and measures described in subsections (a) and (b).

20           “(2) REVOCATION.—

21           “(A) ELIGIBLE STATES AND ELIGIBLE AP-  
22      PLICANTS.—If the Secretary determines that an  
23      eligible State or eligible applicant is not making  
24      substantial progress in meeting the purposes,  
25      goals, objectives, and measures, as appropriate,



1 by the end of the second year of a grant under  
2 this part, then the grant payment shall not be  
3 made for the third year of the grant.

4 “(B) ELIGIBLE PARTNERSHIPS.—If the  
5 Secretary determines that an eligible partner-  
6 ship is not making substantial progress in  
7 meeting the purposes, goals, objectives, and  
8 measures, as appropriate, by the end of the  
9 third year of a grant under this part, then the  
10 grant payments shall not be made for any suc-  
11 ceeding year of the grant.

12 “(d) EVALUATION AND DISSEMINATION.—The Sec-  
13 retary shall evaluate the activities funded under this part  
14 and report annually the Secretary’s findings regarding the  
15 activities to the Committee on Health, Education, Labor,  
16 and Pensions of the Senate and the Committee on Edu-  
17 cation and the Workforce of the House of Representatives.  
18 The Secretary shall broadly disseminate successful prac-  
19 tices developed by eligible States and eligible partnerships  
20 under this part, and shall broadly disseminate information  
21 regarding such practices that were found to be ineffective.

22 **“SEC. 207. ACCOUNTABILITY FOR PROGRAMS THAT PRE-**  
23 **PARE TEACHERS.**

24 “(a) STATE REPORT CARD ON THE QUALITY OF  
25 TEACHER PREPARATION.—Each State that receives funds



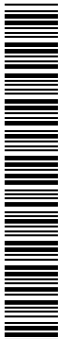
1 under this Act shall provide to the Secretary annually, in  
2 a uniform and comprehensible manner that conforms with  
3 the definitions and methods established by the Secretary,  
4 a State report card on the quality of teacher preparation  
5 in the State, both for traditional certification or licensure  
6 programs and for alternative certification or licensure pro-  
7 grams, which shall include at least the following:

8           “(1) A description of the teacher certification  
9           and licensure assessments, and any other certifi-  
10          cation and licensure requirements, used by the  
11          State.

12           “(2) The standards and criteria that prospec-  
13          tive teachers must meet in order to attain initial  
14          teacher certification or licensure and to be certified  
15          or licensed to teach particular subjects or in par-  
16          ticular grades within the State.

17           “(3) A description of the extent to which the  
18          assessments and requirements described in para-  
19          graph (1) are aligned with the State’s standards and  
20          assessments for students.

21           “(4) The percentage of students who have com-  
22          pleted at least 50 percent of the requirements for a  
23          teacher preparation program at an institution of  
24          higher education or alternative certification program  
25          and who have taken and passed each of the assess-



1       ments used by the State for teacher certification and  
2       licensure, and the passing score on each assessment  
3       that determines whether a candidate has passed that  
4       assessment.

5           “(5) The percentage of students who have com-  
6       pleted at least 50 percent of the requirements for a  
7       teacher preparation program at an institution of  
8       higher education or alternative certification program  
9       and who have taken and passed each of the assess-  
10      ments used by the State for teacher certification and  
11      licensure, disaggregated and ranked, by the teacher  
12      preparation program in that State from which the  
13      teacher candidate received the candidate’s most re-  
14      cent degree, which shall be made available widely  
15      and publicly.

16          “(6) A description of each State’s alternative  
17      routes to teacher certification, if any, and the num-  
18      ber and percentage of teachers certified through  
19      each alternative certification route who pass State  
20      teacher certification or licensure assessments.

21          “(7) For each State, a description of proposed  
22      criteria for assessing the performance of teacher  
23      preparation programs in the State, including indica-  
24      tors of teacher candidate skills and academic content



1 knowledge and evidence of gains in student academic  
2 achievement.

3 “(8) For each teacher preparation program in  
4 the State, the number of students in the program,  
5 the average number of hours of supervised practice  
6 teaching required for those in the program, and the  
7 number of full-time equivalent faculty and students  
8 in supervised practice teaching.

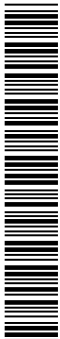
9 “(b) REPORT OF THE SECRETARY ON THE QUALITY  
10 OF TEACHER PREPARATION.—

11 “(1) REPORT CARD.—The Secretary shall pro-  
12 vide to Congress, and publish and make widely avail-  
13 able, a report card on teacher qualifications and  
14 preparation in the United States, including all the  
15 information reported in paragraphs (1) through (8)  
16 of subsection (a). Such report shall identify States  
17 for which eligible States and eligible partnerships re-  
18 ceived a grant under this part. Such report shall be  
19 so provided, published and made available annually.

20 “(2) REPORT TO CONGRESS.—The Secretary  
21 shall report to Congress—

22 “(A) a comparison of States’ efforts to im-  
23 prove teaching quality; and

24 “(B) regarding the national mean and me-  
25 dian scores on any standardized test that is



1           used in more than 1 State for teacher certifi-  
2           cation or licensure.

3           “(3) SPECIAL RULE.—In the case of programs  
4           with fewer than 10 students who have completed at  
5           least 50 percent of the requirements for a teacher  
6           preparation program taking any single initial teacher  
7           certification or licensure assessment during an aca-  
8           demic year, the Secretary shall collect and publish  
9           information with respect to an average pass rate on  
10          State certification or licensure assessments taken  
11          over a 3-year period.

12          “(c) COORDINATION.—The Secretary, to the extent  
13          practicable, shall coordinate the information collected and  
14          published under this part among States for individuals  
15          who took State teacher certification or licensure assess-  
16          ments in a State other than the State in which the indi-  
17          vidual received the individual’s most recent degree.

18          “(d) INSTITUTION AND PROGRAM REPORT CARDS ON  
19          QUALITY OF TEACHER PREPARATION.—

20                 “(1) REPORT CARD.—Each institution of higher  
21                 education or alternative certification program that  
22                 conducts a teacher preparation program that enrolls  
23                 students receiving Federal assistance under this Act  
24                 shall report annually to the State and the general  
25                 public, in a uniform and comprehensible manner

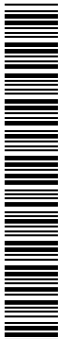


1       that conforms with the definitions and methods es-  
2       tablished by the Secretary, both for traditional cer-  
3       tification or licensure programs and for alternative  
4       certification or licensure programs, the following in-  
5       formation:

6               “(A) PASS RATE.—(i) For the most recent  
7       year for which the information is available, the  
8       pass rate of each student who has completed at  
9       least 50 percent of the requirements for the  
10      teacher preparation program on the teacher cer-  
11      tification or licensure assessments of the State  
12      in which the institution is located, but only for  
13      those students who took those assessments  
14      within 3 years of receiving a degree from the  
15      institution or completing the program.

16              “(ii) A comparison of the institution or  
17      program’s pass rate for students who have com-  
18      pleted at least 50 percent of the requirements  
19      for the teacher preparation program with the  
20      average pass rate for institutions and programs  
21      in the State.

22              “(iii) A comparison of the institution or  
23      program’s average raw score for students who  
24      have completed at least 50 percent of the re-  
25      quirements for the teacher preparation program



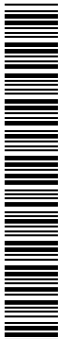
1 with the average raw scores for institutions and  
2 programs in the State.

3 “(iv) In the case of programs with fewer  
4 than 10 students who have completed at least  
5 50 percent of the requirements for a teacher  
6 preparation program taking any single initial  
7 teacher certification or licensure assessment  
8 during an academic year, the institution shall  
9 collect and publish information with respect to  
10 an average pass rate on State certification or li-  
11 censure assessments taken over a 3-year period.

12 “(B) PROGRAM INFORMATION.—The num-  
13 ber of students in the program, the average  
14 number of hours of supervised practice teaching  
15 required for those in the program, and the  
16 number of full-time equivalent faculty and stu-  
17 dents in supervised practice teaching.

18 “(C) STATEMENT.—In States that require  
19 approval or accreditation of teacher education  
20 programs, a statement of whether the institu-  
21 tion’s program is so approved or accredited,  
22 and by whom.

23 “(D) DESIGNATION AS LOW-PER-  
24 FORMING.—Whether the program has been des-





1           ignated as low-performing by the State under  
2           section 208(a).

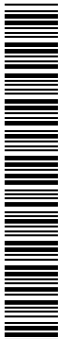
3           “(2) REQUIREMENT.—The information de-  
4           scribed in paragraph (1) shall be reported through  
5           publications such as school catalogs and promotional  
6           materials sent to potential applicants, secondary  
7           school guidance counselors, and prospective employ-  
8           ers of the institution’s program graduates, including  
9           materials sent by electronic means.

10          “(3) FINES.—In addition to the actions author-  
11          ized in section 487(c), the Secretary may impose a  
12          fine not to exceed \$25,000 on an institution of high-  
13          er education for failure to provide the information  
14          described in this subsection in a timely or accurate  
15          manner.

16          “(e) DATA QUALITY.—Either—

17               “(1) the Governor of the State; or

18               “(2) in the case of a State for which the con-  
19               stitution or law of such State designates another in-  
20               dividual, entity, or agency in the State to be respon-  
21               sible for teacher certification and preparation activ-  
22               ity, such individual, entity, or agency;  
23          shall attest annually, in writing, as to the reliability, valid-  
24          ity, integrity, and accuracy of the data submitted pursuant  
25          to this section.



1   **“SEC. 208. STATE FUNCTIONS.**

2           “(a) STATE ASSESSMENT.—In order to receive funds  
3 under this Act, a State shall have in place a procedure  
4 to identify and assist, through the provision of technical  
5 assistance, low-performing programs of teacher prepara-  
6 tion within institutions of higher education. Such State  
7 shall provide the Secretary an annual list of such low-per-  
8 forming institutions that includes an identification of  
9 those institutions at risk of being placed on such list. Such  
10 levels of performance shall be determined solely by the  
11 State and may include criteria based upon information col-  
12 lected pursuant to this part. Such assessment shall be de-  
13 scribed in the report under section 207(a).

14           “(b) TERMINATION OF ELIGIBILITY.—Any institu-  
15 tion of higher education that offers a program of teacher  
16 preparation in which the State has withdrawn the State’s  
17 approval or terminated the State’s financial support due  
18 to the low performance of the institution’s teacher prepa-  
19 ration program based upon the State assessment described  
20 in subsection (a)—

21                   “(1) shall be ineligible for any funding for pro-  
22 fessional development activities awarded by the De-  
23 partment of Education; and

24                   “(2) shall not be permitted to accept or enroll  
25 any student who receives aid under title IV of this  
26 Act in the institution’s teacher preparation program.



1   **“SEC. 209. GENERAL PROVISIONS.**

2       “(a) METHODS.—In complying with sections 207 and  
3   208, the Secretary shall ensure that States and institu-  
4   tions of higher education use fair and equitable methods  
5   in reporting and that the reporting methods do not allow  
6   identification of individuals.

7       “(b) SPECIAL RULE.—For each State in which there  
8   are no State certification or licensure assessments, or for  
9   States that do not set minimum performance levels on  
10  those assessments—

11           “(1) the Secretary shall, to the extent prac-  
12   ticable, collect data comparable to the data required  
13   under this part from States, local educational agen-  
14   cies, institutions of higher education, or other enti-  
15   ties that administer such assessments to teachers or  
16   prospective teachers; and

17           “(2) notwithstanding any other provision of this  
18   part, the Secretary shall use such data to carry out  
19   requirements of this part related to assessments or  
20   pass rates.

21       “(c) LIMITATIONS.—

22           “(1) FEDERAL CONTROL PROHIBITED.—Noth-  
23   ing in this part shall be construed to permit, allow,  
24   encourage, or authorize any Federal control over any  
25   aspect of any private, religious, or home school,  
26   whether or not a home school is treated as a private



1 school or home school under State law. This section  
2 shall not be construed to prohibit private, religious,  
3 or home schools from participation in programs or  
4 services under this part.

5 “(2) NO CHANGE IN STATE CONTROL ENCOUR-  
6 AGED OR REQUIRED.—Nothing in this part shall be  
7 construed to encourage or require any change in a  
8 State’s treatment of any private, religious, or home  
9 school, whether or not a home school is treated as  
10 a private school or home school under State law.

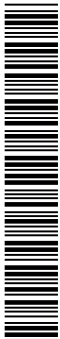
11 “(3) NATIONAL SYSTEM OF TEACHER CERTIFI-  
12 CATION PROHIBITED.—Nothing in this part shall be  
13 construed to permit, allow, encourage, or authorize  
14 the Secretary to establish or support any national  
15 system of teacher certification.

16 **“SEC. 210. AUTHORIZATION OF APPROPRIATIONS.**

17 “There are authorized to be appropriated to carry out  
18 this part \$300,000,000 for fiscal year 2004 and such sums  
19 as may be necessary for each of the 4 succeeding fiscal  
20 years, of which—

21 “(1) 45 percent shall be available for each fiscal  
22 year to award grants under section 202;

23 “(2) 45 percent shall be available for each fiscal  
24 year to award grants under section 203; and



1           “(3) 10 percent shall be available for each fiscal  
2           year to award grants under section 204.”.

3   **SEC. 3. PREPARING TOMORROW’S TEACHERS TO USE TECH-**  
4                           **NOLOGY.**

5           (a) **ELIGIBILITY.**—Section 222(a)(3)(D) of the High-  
6   er Education Act of 1965 (20 U.S.C. 1042(a)(3)(D)) is  
7   amended by inserting “nonprofit telecommunications enti-  
8   ty,” after “community based organization,”.

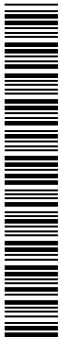
9           (b) **PERMISSIBLE USES OF FUNDS.**—Section  
10 223(b)(1)(E) of the Higher Education Act of 1965 (20  
11 U.S.C. 1043(b)(1)(E)) is amended to read as follows:

12                       “(E) To use technology to collect, manage,  
13                       and analyze data to improve teaching, learning,  
14                       and decisionmaking for the purpose of increas-  
15                       ing student academic achievement.”.

16           (c) **AUTHORIZATION OF APPROPRIATIONS.**—Section  
17 224 of the Higher Education Act of 1965 (20 U.S.C.  
18 1044) is amended by striking “each of fiscal years 2002  
19 and 2003.” and inserting “fiscal year 2004 and each of  
20 the 4 succeeding fiscal years.”.

21   **SEC. 4. CENTERS OF EXCELLENCE.**

22           Title II of the Higher Education Act of 1965 (20  
23 U.S.C. 1021 et seq.) is amended by adding at the end  
24 the following:



1           **“PART C—CENTERS OF EXCELLENCE**

2   **“SEC. 231. PURPOSES; DEFINITIONS.**

3           “(a) PURPOSES.—The purposes of this part are—

4               “(1) to help recruit and prepare teachers, in-  
5               cluding minority teachers, to meet the national de-  
6               mand for a highly qualified teacher in every class-  
7               room; and

8               “(2) to increase opportunities for Americans of  
9               all educational, ethnic, class, and geographic back-  
10              grounds to become highly qualified teachers.

11          “(b) DEFINITIONS.—As used in this part:

12               “(1) ELIGIBLE INSTITUTION.—The term ‘eligi-  
13              ble institution’ means—

14                   “(A) an institution of higher education  
15                   that has a teacher preparation program that  
16                   meets the requirements of section 203(b)(2)  
17                   and that is—

18                           “(i) a part B institution (as defined in  
19                           section 322);

20                           “(ii) a Hispanic-serving institution (as  
21                           defined in section 502);

22                           “(iii) a Tribal College or University  
23                           (as defined in section 316);

24                           “(iv) an Alaska Native-serving institu-  
25                           tion (as defined in section 317(b)); or



1 “(v) a Native Hawaiian-serving insti-  
2 tution (as defined in section 317(b));

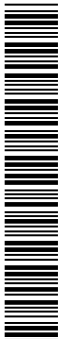
3 “(B) a consortium of institutions described  
4 in subparagraph (A); or

5 “(C) an institution described in subpara-  
6 graph (A), or a consortium described in sub-  
7 paragraph (B), in partnership with any other  
8 institution of higher education, but only if the  
9 center of excellence established under section  
10 232 is located at an institution described in  
11 subparagraph (A).

12 “(2) HIGHLY QUALIFIED.—The term ‘highly  
13 qualified’ has the meaning given such term in sec-  
14 tion 9101 of the Elementary and Secondary Edu-  
15 cation Act of 1965 (20 U.S.C. 7801).

16 “(3) SCIENTIFICALLY BASED READING RE-  
17 SEARCH.—The term ‘scientifically based reading re-  
18 search’ has the meaning given such term in section  
19 1208 of the Elementary and Secondary Education  
20 Act of 1965 (20 U.S.C. 6368).

21 “(4) SCIENTIFICALLY BASED RESEARCH.—The  
22 term ‘scientifically based research’ has the meaning  
23 given such term in section 9101 of the Elementary  
24 and Secondary Education Act of 1965 (20 U.S.C.  
25 7801).



1   **“SEC. 232. CENTERS OF EXCELLENCE.**

2       “(a) PROGRAM AUTHORIZED.—From the amounts  
3 appropriated to carry out this part, the Secretary is au-  
4 thorized to award competitive grants to eligible institu-  
5 tions to establish centers of excellence.

6       “(b) USE OF FUNDS.—Grants provided by the Sec-  
7 retary under this part shall be used to ensure that current  
8 and future teachers are highly qualified, by carrying out  
9 one or more of the following activities:

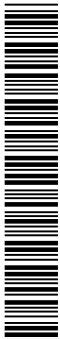
10           “(1) Implementing reforms within teacher prep-  
11 aration programs to ensure that such programs are  
12 preparing teachers who are highly qualified and are  
13 able to use advanced technology effectively in the  
14 classroom, including use for instructional techniques  
15 to improve student academic achievement, by—

16                   “(A) retraining faculty; and

17                   “(B) designing (or redesigning) teacher  
18 preparation programs that—

19                           “(i) prepare teachers to close student  
20 achievement gaps, are based on rigorous  
21 academic content, scientifically based re-  
22 search (including scientifically based read-  
23 ing research), and challenging State stu-  
24 dent academic content standards; and

25                           “(ii) promote strong teaching skills.





1           “(2) Providing sustained and high-quality  
2 preservice clinical experience, including the men-  
3 toring of prospective teachers by exemplary teachers,  
4 substantially increasing interaction between faculty  
5 at institutions of higher education and new and ex-  
6 perience teachers, principals, and other administra-  
7 tors at elementary schools or secondary schools, and  
8 providing support, including preparation time, for  
9 such interaction.

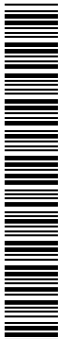
10           “(3) Developing and implementing initiatives to  
11 promote retention of highly qualified teachers and  
12 principals, including minority teachers and prin-  
13 cipals, including programs that provide—

14           “(A) teacher mentoring from exemplary  
15 teachers or principals; or

16           “(B) induction and support for teachers  
17 and principals during their first 3 years of em-  
18 ployment as teachers or principals, respectively.

19           “(4) Awarding scholarships based on financial  
20 need to help students pay the costs of tuition, room,  
21 board, and other expenses of completing a teacher  
22 preparation program.

23           “(5) Disseminating information on effective  
24 practices for teacher preparation and successful  
25 teacher certification test preparation strategies.



1           “(6) Activities authorized under sections 202,  
2           203, and 204.

3           “(c) APPLICATION.—Any eligible institution desiring  
4 a grant under this section shall submit an application to  
5 the Secretary at such a time, in such a manner, and ac-  
6 companied by such information the Secretary may require.

7           “(d) MINIMUM GRANT AMOUNT.—The minimum  
8 amount of each grant under this part shall be \$500,000.

9           “(e) LIMITATION ON ADMINISTRATIVE EXPENSES.—  
10 An eligible institution that receives a grant under this part  
11 may not use more than 2 percent of the grant funds for  
12 purposes of administering the grant.

13           “(f) REGULATIONS.—The Secretary shall prescribe  
14 such regulations as may be necessary to carry out this  
15 part.

16 **“SEC. 233. AUTHORIZATION OF APPROPRIATIONS.**

17           “There are authorized to be appropriated to carry out  
18 this part \$10,000,000 for fiscal year 2004 and such sums  
19 as may be necessary for each of the 4 succeeding fiscal  
20 years.”.

21 **SEC. 5. TRANSITION.**

22           The Secretary of Education shall take such actions  
23 as the Secretary determines to be appropriate to provide  
24 for the orderly implementation of this Act.

